

Marketing and Management I: Principles

Primary Career Cluster:	Marketing, Distribution & Logistics
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C31H00
Prerequisite(s):	None
Credit:	1
Grade Level:	10 - 11
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Marketing</i> courses. In addition, it satisfies the <i>Economics</i> requirement for graduation.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the second course in the <i>Marketing Management</i> and <i>Entrepreneurship</i> programs of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fbaltn.org
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 035, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-marketing.html . Best for All Central: https://bestforall.tnedu.gov/

Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting an elevator speech
- Participate in DECA competitive events such as Apparel and Accessories Marketing Series, Business Services Marketing Series, Integrated Marketing Campaign – Event, Product, and/or Service, Marketing Management Team Decision Making, Marketing Communications Series, and Sports and Entertainment Marketing Series
- Participate in FBLA competitive events such as Advertising, Impromptu Speaking, Marketing, Mobile Application Development, Public Service Announcement, Public Speaking, Publication Design, Sales Presentation, Social Media Strategies, Sports & Entertainment Management, and Website Design

For more ideas and information, visit Tennessee DECA at <https://www.decatn.org/> and Tennessee FLBA at <https://www.fblatn.org/>.

Using Work-based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-2** | Guest speakers from various areas (e.g., public relations, advertising, management, etc.) in the marketing industry to help illustrate marketing's core concepts.
- **Standards 3-5** | Students work with businesses—either locally or virtually—to examine their products, services, marketing plans, and strategies and then use their findings to discuss the marketing mix and marketing segmentation.

- **Standards 6-7** | Integrated project with multiple interactions with a local company for students to practice developing a SWOT analysis and writing a marketing plan for this company.
- **Standards 8-13** | Bring in a panel of guest speakers from local businesses and industries to discuss the role economics plays in the marketing industry.
- **Standard 14** | Guest speakers (in-person or virtual) from state and federal government to discuss various regulatory agencies and laws governing businesses.
- **Standards 15-17** | Virtual exchanges with multiple business and industry professionals who work for companies that specialize in international marketing.
- **Standards 18-19** | Industry tours and job shadowing with a local distribution center (e.g., Nissan or FedEx) to illustrate the various methods of distributing goods and services both domestically and internationally.
- **Standards 22-23** | Job shadow a retail or customer service industry professional to observe best practices in prospecting and customer relations.
- **Standard 24** | Invite local business and industry professionals to roleplay various real-life scenarios that illustrate the effective use of customer relationship management strategies.
- **Standard 30** | Integrated project with multiple interactions with a local business where students create a promotional campaign for a featured product from that business.
- **Standard 31** | Integrated project with a local retailer where students develop a mock visual merchandising display to feature a particular product or set of products for that retailer.
- **Standards 32-34** | Bring in a panel of guest speakers from local businesses and industries to discuss marketing career opportunities and provide best practices for developing job materials for marketing positions.
- **Standard 35** | Mock interview with a local business or industry partner to develop best practices and techniques when interviewing for marketing positions.

Course Description

Marketing and Management I: Principles focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, as well as coverage of economics fundamentals, international marketing, and career development. Upon completion of this course, proficient students will understand the economic principles, the marketing mix, and product development and selling strategies.

Program of Study Application

This is the second course in the *Marketing Management* and *Entrepreneurship* programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Marketing website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-marketing.html>.

Course Standards

Role of Marketing

- 1) Define marketing and describe the marketing benefits derived from each economic utility (form, time, place, possession, and information). Discuss how each benefit adds value to products and services.
- 2) Describe each marketing core function (i.e., channel management, marketing information management, market planning, pricing, product service management, promotion, and selling) and supply examples of how each of these functions support the marketing concept.

Marketing Mix

- 3) Examine the marketing mix; select a product or service and construct a visual representation with details and examples illustrating each of the four P's (product, place, price, and promotion) of that particular product or service.
- 4) Analyze the elements of a marketing plan and retrieve sample templates or exemplars from real companies (use local sources or Internet searches of prominent businesses). Discuss common elements of each marketing plan and identify the different objectives that the companies outlined in each plan, citing specific textual evidence.
- 5) Explain the concept of market segmentation. Cite textbook(s) and case studies in a discussion of how market segmentation is used as a company strategy to increase its market share.
- 6) Conduct a SWOT analysis on a company and/or student organization, identifying its most significant strengths, weaknesses, opportunities, and threats. Highlight the techniques or specific results of market segmentation by including demographic, psychographic, and geographic data in the analysis.
- 7) Using the same company as in the SWOT analysis, produce a marketing plan with the objective of increasing the company's market share by targeting a non-traditional customer. Outline specific marketing strategies, implementation plans, and evaluation standards. Explain the measures that will be used to quantify and/or qualify the results of plan implementation (e.g., employing website metrics to track the response rate for a fundraising campaign).

Economics

- 8) Explain the concept of economy, delineating between micro and macroeconomic principles, and discuss how scarcity and factors of production require nations to make economic choices. Compare and contrast how the various economic systems (traditional, market, command, mixed) try to answer the questions: "What to produce? How to produce it? For whom to produce?"

- 9) Explain how the following economic indicators are used in a market economy for business analysis and marketing decisions: gross domestic product (GDP), standard of living, inflation rates, interest rates, unemployment rate, productivity rates, stock market reports, and consumer price index (CPI). Demonstrate the ability to retrieve and interpret figures from public websites such as the International Monetary Fund (IMF), World Bank, and the Federal Reserve System in order to assess the overall economic health of nations and markets.
- 10) Produce a graphic illustration of the business cycle (recession, depression, recovery, and peak) and describe what happens to the economy at each stage of the business cycle. Cite examples of businesses that could flourish in each stage of the cycle.
- 11) Explain the characteristics of the free enterprise system. Argue for or against the claim that private ownership, competition, risk, and the profit motive benefit society. Critique the arguments of others and cite evidence to develop original claim(s) and counterclaim(s).
- 12) Distinguish between price and non-price competition; provide five non-price examples of competition for customers.
- 13) Explain the theory of supply and demand by diagramming a recent purchase of both an elastic and non-elastic product. Use the price paid at the time of the purchase as the equilibrium price; show the impact on price due to an increase or decrease in demand or supply.
- 14) Explain the role of government in the private enterprise system. Identify federal regulatory agencies and laws that protect workers. Cite textual evidence from news media or textbook(s) to support an identification of examples of events that led to the creation of a specific piece of legislation and how changes in laws impact trade with both domestic and foreign customers.

International Marketing and the Global Marketplace

- 15) Discuss the concept of U.S. protectionism and cite a recent example from news media in which this principle has been referenced, critiqued, or defended. Identify major trade barriers and trade alliances, such as the North American Free Trade Agreement (NAFTA), and craft an original argument for or against U.S. protectionism. Support reasoning with evidence and make recommendations to maintain or remove sanctions affecting a given industry or country.
- 16) Understand the impact of international organizations and treaties, including but not limited to the North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), General Agreement on Tariffs and Trades (GATT), and the European Economic Community (EEC). Explain the benefits to nations derived from forming these associations, and discuss whether benefits flow equitably to all countries involved.
- 17) Conduct a global environmental scan by selecting a country and identifying a high-growth industry within that country. Create a new product customization or adaptation not currently

on the local market. Support product innovation based on research gathered through the scan.

Distribution and Channel Management

- 18) Describe the major modes of transportation involved in the distribution of goods, including advantages and disadvantages of each, and identify the types of products best suited for delivery via each mode of transportation.
- 19) Cite examples of how retail institutions' delivery and distribution channels in other countries differ from those in the United States. Determine how recent technological advancements have impacted the operations of warehouses and distribution centers and illustrate the challenges that still exist in developing countries.

Selling

- 20) Explain feature/benefit selling. Break down a selected product into the features and benefits most likely to resonate with a target population, and translate five product features into five customer benefits.
- 21) Identify and distinguish between high touch versus low touch selling, conversational marketing, and drip marketing. Select a local business and investigate how they approach these sales techniques.
- 22) Investigate forms of prospecting to include unsolicited calls (cold calls), door to door in person visits, referrals, webinars, seminars, networking, content marketing, and, especially, social media. Create an infographic that reflects identified forms of prospecting and the extent to which each is used, focusing on different types of social mediums used. Discuss maintaining customer relations through different forms of social networking.
- 23) Role-play the position of sales associate to a fellow classmate posing as a customer. Prepare a mock sales demonstration while taking one's customer through the following steps:
 - a. Identify the approach
 - b. Determine needs
 - c. Present the product
 - d. Overcome the objections
 - e. Close the sale (using a variety of purchase options: cash, credit, layaway)
 - f. Offer suggestive selling
 - g. Relationship management
- 24) Explore customer relationship management strategies by formally or informally interviewing managers or other employees at local businesses. Draft a plan for maintaining and strengthening a company's relationship with its customers by identifying frequency and types of contacts, value-added services to be offered, and other activities, including social media marketing, aimed at improving customer satisfaction, loyalty, and advocacy.

Product Development, Branding, Packaging, and Labeling

- 25) Describe the process of new product and/or service development, including what marketing activities must occur prior to product launch. Design a chart illustrating the key steps (e.g., idea generation, screening, development, testing, introduction, and evaluation of customer acceptance) in new product development.
- 26) Discuss the nature, scope, and importance of branding in product planning. List three different types of brands (Generic, Private, and National). Explain how branding strategies are used to meet sales and company goals, and examine a case study of a successful or failed business attempt at a rebranding effort. Example businesses could include Coke, JCPenney, and Old Spice.
- 27) Identify the functions of labeling. Cite examples of how and why changes have been made to product labels over the course of history.

Introduction to Promotion

- 28) Identify the types of promotion (such as, but not limited to, advertising, direct marketing including social media marketing, sales promotion, personal selling, and public relations) and describe the concept of the promotional mix. Give examples of why all elements of the promotional mix must be coordinated. Identify the major types of advertising media and cite the pros and cons of each.
- 29) Identify the main components of a print advertisement. Design an original ad layout incorporating principles of the components most commonly found in print media.
- 30) Using suitable strategies from the promotional mix, create a product promotional campaign for a local business and or student organization that includes the following steps:
 - a. Establish objectives
 - b. Identify the target market
 - c. Design the theme and promotional message
 - d. Select promotional activities, to include plans for promotion through different forms of social media, and provide timeline
 - e. Allocate budget amounts
 - f. Measure results
- 31) Research the elements of visual merchandising and explain how artistic elements function in a display design. Illustrate how proper and creative use of visual merchandising can drive sales, citing successful examples.

Career Development

- 32) Identify career opportunities in marketing. Using real-time labor market data, research opportunities for job growth in the field. Take a career interest inventory to assess goals and aptitudes, and develop a career plan based on the results.

- 33) Using online employment resources, conduct a job search for a marketing position. Choose two postings and create a Venn diagram illustrating the unique qualifications for each job as well as the common qualifications between them.
- 34) In preparation for a future career in marketing, sales, advertising, or promotion, develop a professional digital portfolio that can be presented to prospective employers. Content artifacts may include cover letter, resume with technical skills attained, certifications, awards, community service projects, membership in professional organizations, follow-up letter, and samples of project work.
- 35) Participate in a mock interview with local business partners, mentors, and or through participation in a student organization event. Prior to the interview, prepare a paper that includes the following: tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.